

# Homegrown Media

Creating Video Content for the  
Classroom

Chad LaRoche





# Objectives:

- **present an efficient workflow to create your own videos for your classroom**
- **provide tools that you can use to make videos more interesting**
- **show how video can be a useful tool for teaching critical thinking**
- **create your own mini-puppet show movie!**



# Why video?

- **beginners need visual support**
- **video is information rich**
  - **verbal and non-verbal language in sync**
  - **relationship between people on screen**
  - **social register**
  - **proxemics**
  - **setting**
- **teach critical thinking skills**
- **models pronunciation with face and mouth**  
(Lynn, 2016)



# **Why make your own videos?**

- **customize to what you're teaching**
- **build rapport**
- **bring in the source culture**
- **teach students to make their own short films**
- **benefits of seeing and hearing self on camera**
- **fun!**



# Making the video





# In a perfect world...





# In reality...





# The script

Ellie: Do you know WHY I'm so happy it's Friday?

Shay: No, I don't. Why are you so happy Ellie?

Ellie: Because tomorrow is Saturday!

Ellie: SATURDAY IS MY FAVORITE DAY!!

Shay: Relax Ellie. Why is it so special?

What do you usually do on Saturdays?

Ellie: Wellllll....First, I usually wake up at 7:00.

Ellie: Yahoo!!!!

Ellie: I have so much homework today.

Ellie: Awwwww!!!



# Visualizing the story

Storyboards

2-column script



Video	Audio
-Shay lying on bed typing on computer (long shot)	
-Shays concentrating face (close-up)	
-cut to Elie throwing door open and sticking head in (medium shot)	Elie: Hi Shay!!!
-Shay freaking out (medium shot)	Shay: Elie! You scared me to death!
-Elie still at door smiling (medium shot)	Ellie: I'm sorry! Can I come in?



# Filming

1)



2)



3)



4)





# Types of shots



**Establishing shot**



**Long shot**



**Two shot**





**Medium-long shot**



**Big close up**

**Low-angle shot**





# **Free editing software**

- **Smartphone apps:**
  - **Android: PowerDirector**
  - **iPhone: iMovie**
- **PC software:**
  - **Windows Movie Maker**
- **Mac software:**
  - **iMovie**



# Free music!

- freeplaymusic.com
  - to use in PowerDirector, download music, put into Google Drive, access from app

**Browse by**

- Artist
- Composer
- Publisher
- Feeling
- Instruments
- Style
- Tempo


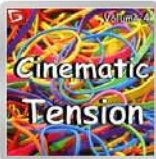
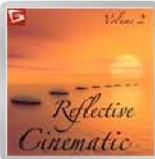















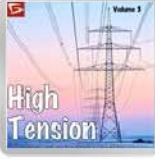





**The Catalog**

- Freeplay Music
- Frequency Orch.
- Indie Albums
- Master Classics

**Sort By**

- Release Date (desc)
- Volume Name (desc)

**Volumes**

 Eastern Grooves... <a href="#">Add to Cart</a>	 Cinematic Tensi... <a href="#">Add to Cart</a>	 Reflective Cine... <a href="#">Add to Cart</a>	 Light Tension V... <a href="#">Add to Cart</a>	 Urban Pop Volum... <a href="#">Add to Cart</a>	 Thoughtful Mood... <a href="#">Add to Cart</a>	 Rock Volume 10 <a href="#">Add to Cart</a>	 World Hip Hop V... <a href="#">Add to Cart</a>
 Adult Contempor... <a href="#">Add to Cart</a>	 Reality Moods V... <a href="#">Add to Cart</a>	 Dramatic Tensio... <a href="#">Add to Cart</a>	 Light Pop Volum... <a href="#">Add to Cart</a>	 Action And Adve... <a href="#">Add to Cart</a>	 Tension Drums V... <a href="#">Add to Cart</a>	 TV Comedy <a href="#">Add to Cart</a>	 Reality Drama T... <a href="#">Add to Cart</a>
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# **Teaching critical thinking with short videos**

- **especially social or workplace encounters**
- **focus on:**
  - **content**
  - **language**
  - **pragmatics**
  - **social communication**
  - **culture**

**(Lynn, 2015)**



# **Focus on content:**

- **What happened in the video?**
- **Skills: comprehension, summarizing, reporting information**
- **Classroom activities:**
  - **comprehension questions**
  - **wh-questions**
  - **true/false statements**



# **Focus on language:**

- **What did they say? How did they say it?**
- **Skills: grammar, vocabulary, intonation, pronunciation**
- **Classroom activities:**
  - **identify the language point**
  - **practice the language point (cloze activities, pair read-alouds)**
  - **apply language to conversations in new contexts**



# Focus on pragmatics:

- What does she want? How does she ask for it?





# **Focus on pragmatics:**

- **Skills: making inferences, analyzing language usage, supporting generalizations with evidence, identifying conflict, solving problems**
- **Classroom activities:**
  - **generate and practice alternative language to accomplish same purpose**
  - **role-plays on problem solving scenarios**



# Focus on social communication:

- What is their relationship? How do you know?







# **Focus on social communication:**

- **Skills: recognizing and using body language, register, conversation cues**
- **Classroom activities:**
  - **perform and video-record role-plays**
  - **analyze student videos for social communication**



# Focus on culture:

- What are their values? How do you know?






# **Focus on culture:**

- **Skills: making evidence based-generalizations using details, identifying cultural values and assumptions**
- **Classroom activities:**
  - **analyze language in video to support generalizations**
  - **explain values in oral or poster-board presentations**





# Puppet Movies



# References

Lynn, S. (2016). *Beyond Coursebooks: Designing video and digital materials*. Presentation, Baltimore, MD.

Lynn, S. (2014). Teaching critical thinking with very short videos. Retrieved May 15, 2016, from <https://teachertwoteacherwordpress.com/category/listening-and-speaking/>

Social language use (pragmatics). (2016). Retrieved May 15, 2016, from <http://www.asha.org/public/speech/development/Pragmatics/>



**Prompts:** Story telling using past tense (First, next, then...), talking about future plans, conversation about crazy things characters have done using present perfect, conversation using phrasal verbs, story using the passive voice

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[illegible]



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